

Crew Scholars Program Proposal

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Respectfully submitted by
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The proposed Drake University Crew Scholars program aims to improve the retention rate of domestic students of color by recruiting in cohorts and instituting extensive academic support programming along with social integration activities.

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1. Explanation of Need

Current Drake University data sets on graduation rates, first year retention rates, and first year student academic performance show us that a gap exists in which our white students are being retained and graduated at higher rates than our domestic students of color, especially African American students. White students are also recording higher GPAs, and the data display an unstable trend in enrolling consistent numbers of domestic students of color over the last 6 years (see Appendices A-D). Low enrollment and retention rates of domestic students of color prevent our ability to maintain growth in student racial/ethnic diversity.

This evidence implies an urgent need to improve our enrollment and retention numbers for domestic students of color at Drake. In order for us to fulfill our mission of providing an exceptional learning environment in which students are prepared for responsible global citizenship, Drake must maintain racial/ethnic diversity comparable to U.S. diversity. Therefore, the Crew program proposed below is an attempt to remedy the identified

problems and existing weaknesses by focusing on the success and retention of domestic students of color through recruiting in cohorts.

Creating a campus environment that reflects the diversity of the nation is a challenge shared by many universities; recruiting domestic students of color in cohorts is a proven method that increases campus diversity and retention (as exemplified by the Posse Scholars program off of which this proposed program is partially modeled). Improving Drake's recruitment and retention rates for domestic students of color will help Drake strive toward excellence, becoming a model and a leader for other institutions. Additionally, recruiting in cohorts with a specific curricular mission in mind decreases reliance upon and undue focus on criteria that may be discriminatory. Drake has taken strides to move toward a more holistic admission process that considers multiple criteria. The Crew program seeks to strengthen this process by establishing a recruitment strategy that draws upon students' leadership skills, Des Moines based groups such as Minorities on the Move, Project Success in the Minneapolis-St. Paul area, nominations from a small number of high school guidance counselors, and an essay prompt linked to the program's curricular mission. Taking these steps will result in a more diverse campus community that benefits all of our learners.

The conceptualization and shape of the proposed Crew Scholars Program has grown organically out of several conversations and movements on campus. William Hatchet participated in discussions with the Provost's Council (presently titled "Academic Affairs Council") exploring the experiences of students of color through the group's reading of Beverly Daniel Tatum's *Can We Talk About Race?* (in the Race, Education, and Democracy Series). Melisa Klimaszewski has been engaging in conversations with faculty, students, and staff for the previous four years regarding experiences of and support for Drake's domestic students of color.

Melisa Klimaszewski, through serving as faculty advisor for the Coalition of Black Students, and William Hatchet, serving as one of three advisors for Drake's Brother 2 Brother program, have built strong relationships with domestic students of color who express a desire to further support current and incoming students of color. Together, Hatchet and Klimaszewski have drawn from these relationships, conversations, and information a prevailing sentiment of the campus community's desire for action. This collective sentiment is what fuels the writing of this proposal, as this program is a suggested mode of addressing the issues that have raised concern for many members of the Drake community.

Hatchet, Klimaszewski, and other members of Drake's faculty and staff have built close mentoring relationships with students of color with the goal of advancing their students' academic success while increasing their comfort on (and desire to remain on) campus. Although these individual/very small group efforts attempt to meet the needs of domestic students of color, the data referenced above suggest that many students of color may be missed through these informal processes. Therefore, we seek a more structured, collective, and intentional institutional process to maximize our efforts to reach a greater percentage of these students.

2. Brief Summary

This program aims to improve the retention of domestic students of color by recruiting in cohorts called crews. A “crew” is loosely defined as a group of people associated together in a common activity or as a group sharing common traits or interests. For students of color (especially those in financial need), having a Crew provides a sense of community and solidarity on a predominantly white, upper middle-class college campus. The Crew also acts as a resource and a safety net when its members struggle academically, socially, or otherwise. Ideally, members of the Crew connect with each other and with the institution early to increase their commitment to Drake and to each other prior to the semester. The Crew and its mentors articulate a commitment to having all members graduate. This commitment instills a sense of collective effort, responsibility, and accountability that helps to motivate students toward success. Drake’s financial investment in the Crew Scholars program (including some form of funding directly to students) also demonstrates the institution’s confidence in and commitment to the Crew’s success.

The Crew Scholars program has two main components: (1) recruiting in cohorts and (2) instituting extensive support programming for students before semester one, with intense mentoring and support taking place during year one and mentoring continuing throughout year two and beyond.

Highlights of support programming

- Establishing an extra half-day of orientation programming in June at which students and parents will receive student-specific advice regarding an independent academic preparation plan for the student to follow over the summer, the purchasing of books, and other important processes.
- Providing pre-semester preparation with intense group building, cohesion exercises, and academic preparation for two to three days preceding Welcome Weekend. The students will continue to develop the sense of Crew cohesion and support that began in the summer.
- Instituting intense social support and academic success programming, especially during years one and two of enrollment. Providing student, staff and faculty mentors as well as collaboration with faculty/staff allies and student organizations.

3. Rationale/How do we know that this process can work?

Current literature on student retention suggests that an institution’s reactions to the student in transition are most important to persistence, retention, and completion.¹ In light of this evidence, Swail offers a “research-based framework” to be considered in the

¹ Swail, Watson Scott., Kenneth E. Redd, and Laura W. Perna. "A Framework for Student Retention." *Retaining Minority Students in Higher Education: A Framework for Success*. 2nd ed. Vol. 30. San Francisco: Wiley Subscription Services, 2003. N. pag.

creation of retention programs. This framework focuses on institutional factors: financial aid, student services, recruitment and admissions, academic services, curriculum, and instruction.

The Crew Scholars program for Drake has been inspired by an exemplary national program that successfully employs the suggested actions of Swail's framework: Posse Scholars, which recruits in cohorts.² Posse Scholars has seen phenomenal success, as measured by its continued growth and expansion and the amazing outcomes of some of their Posse Scholar alums. Over 40 colleges and universities currently host the Posse Scholars program, where over 4,245 Posse Scholars have been recruited and developed. Posse Scholars persist and graduate at a rate of 90%, and 70% of them lead or create student organizations on their campus.³

Dr. Klimaszewski has experienced the Posse Scholars program first hand, serving as faculty sponsor for a Posse at DePauw University, an institution similar to Drake. A testimonial from a Posse student at another institution similar to Drake, Grinnell College, captures the impact of the cohort model: "‘When I'm stressing out, I'll go to the others and let every little problem out and just talk, talk, talk it out,' says Posse Two's Steven Johnson. ‘I know they're there for me. [. . .] I depend on these people, and I lean on these people for help.'"⁴ William Hatchet has also conversed with staff at other universities who have served as Posse advisors and have witnessed the positive impact of this program on campuses and students.

Through the utilization of Swail's framework as a guide, the use of the Posse Scholars program as a model, and the incorporation of Drake-specific programming based on years of conversations, we anticipate that the Crew Scholars program will result in substantial improvement in the support for and success of Drake's domestic students of color. Swail's framework describes recommended actions that, according to previous research, have been effective in improving the persistence and retention of students of color. Crew Scholars incorporates many of Swail's key suggested actions in the following ways:

- *Recruitment and Admission*
 - Directed recruitment of demographics of interest
 - Holistic admissions approach

A holistic admissions approach has a significant impact in negating the effects of unfairness and segregation that many students of color face in urban schools. Traditional criteria of college admission are not good

² "Founded in 1989, Posse identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Posse extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams—Posses—of 10 students. Posse partner colleges and universities award Posse Scholars four-year, full-tuition leadership scholarships. The concept of a Posse works for both students and college campuses and is rooted in the belief that a small, diverse group of talented students—a Posse—carefully selected and trained, can serve as a catalyst for increased individual and community development."

(www.thePossefoundation.org)

³ <http://www.Possefoundation.org/quick-facts>.

⁴ <http://www.grinnell.edu/offices/communications/magazine/extras/posse>.

predictors of college potential for many students of color, as those students are found to be overrepresented in vocational classes or classes tagged for those with mental challenges.⁵

- Collaboration with local high schools, NAACP Youth Council, and the staff of Project Success in Minneapolis.
- *Financial Aid*
 - Financial support to students
Research shows that financial aid has a greater impact on college attendance for black and Latino students than for white students. Financial support allows students of color to more freely engage in academic and social activities that have a positive impact on their social integration at predominantly white institutions (PWIs), given an equal and balanced campus climate.⁶
 - Assistance to students and families for understanding aid
- *Academic Services*
 - Monitored pre-college preparation and planning
 - Student-faculty out-of-class interactions
 - Diverse mentoring team composed of students, faculty and staff
These academic services help the institution gain an understanding of the academic needs of students. Research suggests that an institution's failure to recognize and commit to the academic needs of students of color contributes to a lack of persistence among these students.⁷
(We acknowledge that a program focused on increasing the diversity of the faculty would dovetail well with the Crew Scholars program and enhance our ability to build a diverse mentoring team.)
- *Curriculum and instruction*
 - Program goals that are an integral part of Drake's mission
 - A clearly articulated and organic connection to Drake's curriculum goals
 - Academic monitoring and early intervention
- *Student Services*
 - Supportive student organizations that promote positive campus climate
Student organizations consisting of students of color as well as white students are very beneficial. For all students, increased intergroup contact leads to a reduction in prejudices. Also, researcher M.J Chang finds that

⁵ Bennett, Christine I. "Research on Racial Issues in American Higher Education." *Handbook of Research on Multicultural Education*. 2nd ed. Ed. James A. Banks and Cherry A. McGee Banks. San Francisco: Wiley/Jossey-Bass, 2004, p. 853.

⁶ Bennett, Christine I. "Research on Racial Issues in American Higher Education." *Handbook of Research on Multicultural Education*. 2nd ed. Ed. James A. Banks and Cherry A. McGee Banks. San Francisco: Wiley/Jossey-Bass, 2004, p. 852.

⁷ Bennett, Christine I. "Research on Racial Issues in American Higher Education." *Handbook of Research on Multicultural Education*. 2nd ed. Ed. James A. Banks and Cherry A. McGee Banks. San Francisco: Wiley/Jossey-Bass, 2004, p. 852.

“socializing across race and discussing racial/ ethnic issues have a positive effect on the learning outcomes of retention, intellectual self-concept, and social self-concept.”⁸ It is important that greater representational diversity is accompanied with opportunities for cross-racial interaction. Without such diversity, students express less satisfaction with their experience. Through positive intergroup contact, white students grow most in areas of understanding diverse ideas, gaining new knowledge from diverse perspectives and quality peer interactions. Students of color grow in these areas as well through intergroup contact. The college experience, however, is most positive when students of color are able to also have interactions with same race peers. This interaction is what we seek to provide for Crew students and other Drake students through support of a racially diverse set of student organizations.

- Culturally and racially aware mentoring/counseling
A recent article in *Spectrum* highlights the positive impact of culturally responsive mentoring on retention and matriculation for African American males in higher education. Culturally responsive mentoring involves an awareness of students’ social backgrounds and pre-college environments. It also embodies an awareness of societal factors of systemic and structural oppression that contribute to the current state of black students in higher education. Mitchell and Stewart show that culturally responsive mentoring in classrooms and on campus helps to offset the effects of pre-college indicators of success. Black male students who were exposed to culturally responsive mentoring performed at a higher level and showed better persistence than black males who were not exposed, despite their higher SAT/ACT scores and high school GPAs.⁹

Claude Steele’s work provides further context for understanding why programs like Crew Scholars are effective in combating “stereotype threat.” The more an institution is aware of the ways in which perceptions of stereotypes negatively impact the academic performance of students of color, the more that institution can implement programs like Crew Scholars to work against such harmful cycles of inequality. Not only is the approach of the Crew Director and the Faculty Coordinator informed by work such as Steele’s, we also hope faculty allies such as Dr. Darcie Vandergrift will facilitate discussions of Steele’s chapter, “Identity Threat and the Efforting Life,” with Crew students in the summer workshop sessions to help inoculate against the harmful effects of “over-effort,” for instance.¹⁰

⁸ Bennett, Christine I. “Research on Racial Issues in American Higher Education.” *Handbook of Research on Multicultural Education*. 2nd ed. Ed. James A. Banks and Cherry A. McGee Banks. San Francisco: Wiley/Jossey-Bass, 2004, p. 856.

⁹ Anthony B. Mitchell & James B. Stewart. “The Effects of Culturally Responsive Mentoring on the High School to College Matriculation of Urban African American Males.” *Spectrum: A Journal on Black Men*. 1.1 (2012): 79-94.

¹⁰ Claude M. Steele. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York: Norton, 2010, p. 105.

- On-campus residency that is affordable for students
On campus residency for students from Minnesota as well as those from Des Moines will be important to increase the cohesion of these students as a unified group. The cohesion of these groups is essential so that they may develop a mutual helping relationship that comes from their commitment to one another. This mutual helping relationship allows Des Moines Area Crew members to help the Minneapolis Crew members to build a stronger connection to Drake and to the Des Moines community. Minneapolis Crew members help Des Moines Crew members build their identities as Drake students and their commitment to campus culture as bonded/linked to their local community rather than in opposition to, or separate from, it. Thus, all Crew members (as they continue to strengthen their collective connection with the community) help foster a stronger relationship between Drake and the Des Moines community.

4. Recruitment Strategy and Curricular Connection

The Crew Scholars program aims to increase the recruitment and retention of domestic students of color within a framework that supports multiculturalism and responsible global citizenship. This program's recruitment strategy is therefore tied to its curricular significance. Crew Scholars will relate their studies to disrupting cycles of oppression that disproportionately affect populations of color. The students' shared intellectual investment then reinforces the social cohesion and collective commitment to success provided by the cohort model. It is important to emphasize that the curriculum-based admission criteria is based on how a student's *studies* relate to breaking cycles of oppression that disproportionately impact people of color, which does *not* identify the student herself or himself as oppressed.

Collaborating with guidance counselors in Minneapolis Public Schools and Project Success (a youth development program based in Minneapolis), we can work to recruit in schools with a high percentage of students color. This strategy will increase the presence of those students in the applicant pool.

Essay Prompt for the Crew Scholars Program: How do you envision your studies at Drake helping you to become a leader in breaking cycles of oppression that disproportionately impact people of color?

Identifying students as leaders in breaking cycles of oppression immediately empowers the students and shows an institutional confidence in their success from the very beginning of their studies. The guidance counselors at the schools with which we collaborate can also help to identify students with strong leadership traits as part of a holistic Admission approach. This recruitment strategy also clearly helps to advance the goals of Drake's new Strategic Plan. (Note: Vice President Delahunt has endorsed the recruitment strategy above.)

5. Advancement of Strategic Plan and Drake Goals

The proposed Crew Scholars program advances Goals I and IV of Drake's Strategic Plan 2013-17, providing an immediate course of action that moves us toward at least two of the university's articulated goals.

In regard to Goal I, which is to "reshape Drake University's exceptional living, working and learning environment to embrace the challenges and opportunities of the diverse and global 21st Century," Crew Scholars clearly will result in a more diverse campus environment. Learning in a multicultural, diverse environment is a critical component for insuring that *all* students at Drake are prepared for the realities of the 21st century. Objective A of Goal I is to "create an exceptional learning environment appropriate to the needs of 21st Century learners," and we firmly believe that 21st-century learners need to be able to function ethically and responsibly in a multicultural environment.

Further, Objective D of Goal I is to "infuse global and multicultural understanding throughout Drake University." This infusion must happen at multiple levels, including curriculum planning. Teaching and learning about multicultural understanding does not happen effectively in homogeneous learning environments. Thus, the Crew program's focus on increasing the number of domestic students of color at Drake will help to create an environment in which more *participants* are from multicultural backgrounds, which will decrease the degree to which students of color are isolated or sole representatives in their classrooms. This program also decreases in a fundamental way the degree to which people of color are learned about as "others" at Drake.

The Crew Scholars program seeks to contribute to a reshaping of Drake's exceptional learning environment and to strengthen the infusion of global and multicultural understanding not only by increasing racial/ethnic diversity, but also by helping to improve the racial/ethnic climate on campus. The Crew Scholars program (1) utilizes data that relates specifically to Drake's campus climate, (2) helps to shape faculty and staff roles in affecting racial climate, (3) provides an opportunity to address negative attitudes that can result in discrimination and (4) is an active/intentional, rather than a torpid approach to ensuring that the campus climate is addressed. Research indicates that institutions' lack of attention to the activities just mentioned lead to little or no improvement in campus climate. Research also shows that a positive racial climate and policies emphasizing equality benefit all students, leading to lower levels of ethnocentrism, better preparation for a diverse society, and enhanced critical thinking skills.¹¹

As envisioned, the Crew Scholars program also advances Goal IV of the Strategic Plan, which is to "Engage with Drake's key constituents to advance the University and to fulfill its commitments to the communities of which it is a part." Objective C of Goal IV is to "Strengthen relationships between Drake, the city of Des Moines and other external partners to create opportunities that both serve the community and advance the mission of

¹¹ Bennett, Christine I. "Research on Racial Issues in American Higher Education." *Handbook of Research on Multicultural Education*. 2nd ed. Ed. James A. Banks and Cherry A. McGee Banks. San Francisco: Wiley/Jossey-Bass, 2004, p. 855.

the University locally, regionally and globally.” By recruiting students for this program from communities that struggle to place their students in college and by working with the NAACP, Minorities on the Move, and the Coalition of Black Students, the Crew Scholars program involves and engages with multiple constituencies. The program clearly advances Drake’s mission of advocating “responsible global citizenship” and leaves open the possibility of collaborating with additional external partners (including possible donors) in the future.

In addition to those two goals, Crew Scholars also assists Drake in moving toward Goal III, Objective D: to “improve accessibility through development of tuition and financial aid policies and practices that address affordability and student debt without undermining the University's competitiveness in attracting highly qualified students.” We firmly believe that the Crew Scholars program will not only increase Drake’s ability to attract highly qualified students of color but will also increase Drake’s attractiveness to *all* students by demonstrating its commitment to creating a racially and ethnically diverse, multicultural, and purposefully inclusive campus.

6. Why Crew Scholars is preferable to joining an existing program, such as Posse

1. **Autonomy and Specificity.** We want this program to be Drake-specific and Drake-controlled. Our desire is for the Drake community to feel ownership in the Crew Scholars program, to understand that it has originated from Drake’s own people and conversations, and that Drake is in control of its destiny. As the program continues and grows, it can be a source of pride for Drake as a whole. Also, Posse has some strict rules, regarding retreats and programming for instance, and we would like for Drake to control such aspects.
2. **Capital campaign possibilities.** Developing this as a Drake-specific and Drake-inspired program enables us to discuss it with donors in a manner that showcases Drake’s distinction, innovation, and commitment to certain core ideals.
3. **Posse is expensive.** We may need some time to work up to offering full scholarships for Crew Scholars, and, more importantly, we need flexibility to construct aid packages for this program in the most effective ways.
4. **Governance.** Per The Posse Foundation website, Posse and university board members work to determine the costs and the scope of the program at inception. This could make for a lengthy process that may not be driven by the voices of the faculty, staff and students who will work to implement the program.

7. Institutional Scope and Years of Commitment

As mentioned above, establishing the program university-wide will require a firm commitment of resources and support from the institution as a whole and from each

participating College and School. That support and commitment includes funding for participating faculty to attend at least one workshop/retreat (see projections below).

In order for this program to achieve its full potential, we need to have four full Crews at Drake, one in each traditional year of undergraduate study, for a total of 80 students. The Crew Scholars program is envisioned as an *addition to* (not a replacement of) the present recruitment rate for domestic students of color. Achieving full enrollment/participation will then have the desired positive impact on the diversity of the campus and the campus culture, which will raise retention rates.

We will be able to partially assess the success of the program with each year's retention and GPA figures, but it will be impossible to assess the full impact of the program until we begin to see the first Crew graduate and until we have a chance to see the results of a campus with four full Crews. The presence of three existing, advanced Crews on a campus, in addition to Crew alums who have already graduated, will likely have a profound and positive impact on incoming Crew Scholars. Therefore, we do not think it would be healthy to envision this as a short-term program. It will, of course, be important to assess the program as it grows and develops, but without at least a four- to five-year trial, it will be impossible to see if the Program has fulfilled its potential.

8. Assessment

We look forward to working with Dr. Kevin Saunders, Director of Institutional Research and Academic Assessment, to develop assessment mechanisms for this program. If the program is part of Drake's Quality Initiative for accreditation, we expect that the assessment outcomes would be included in the framing of initiative.

The main data source that will inform our understanding of the impact of the program within the first year of implementation will be the retention rate from first year to second year. This data will inform our understanding of the impact of the academic, personal development, and community development aspects of the program. The average retention rate for all EFR students for the Fall 2011 cohort was 88.7%. The average retention rate for black students in the 2011 cohort was 66.9%. We will be looking for an increase in the retention rate from first to second year for black students.

Secondarily, grade point average achieved at the end of the first year will provide an indicator about the success of the academic intervention aspect of this program. Currently, the average GPA for the entire entering first-year cohort (EFR) at the end of the first year is 3.05. The average GPA for EFR students who identify as black or African-American is 2.3. We aim to see that gap decrease and to see an increase in the average GPA for students of color enrolled in the Crew program at the end of the first year.

In regard to improving the campus climate at Drake to promote a more inclusive and encouraging atmosphere for students of color, some assessment data related to the Crew Scholars program may dovetail with other aspects of the Quality Initiative. The Crew Scholars program will include critical reflection pieces that students will write in some of

the workshops. Any student writing that will be used for assessment will only be used for that purpose if the students are told in advance that their writing may be shared. Other student writing will remain confidential. Reflective writing used for assessment will help us gauge the impact and effect of the Crew program. Although we will be paying particular attention to group cohesion, student motivation, the development of empowered identities, and self-directed learning, the environment in which such growth and learning takes place is crucial and therefore will also speak to campus climate.

Exit Interviews and Surveys

If Crew members do decide to leave Drake, part of the contract they sign when they agree to participate in the program will include an agreement to complete a 20-minute exit interview if they choose to leave Drake. At that interview, while showing support for the student and the student's choices, we will ask the student what the main factors were that contributed to their choice. The student will also be asked to complete a questionnaire (developed in collaboration with Kevin Saunders).

9. More Detailed Program Context and Description

Program Leaders

William Hatchet, New Student Academic Facilitator

Target role: Director of Crew Scholars Program

Dr. Melisa Klimaszewski, Associate Professor, English Department

Target role: Faculty Coordinator of Crew Scholars Program

TBD, Student Coordinators of Crew Scholars Program. Ideally, the lead coordinator will serve a two- to three-year term, and in his or her final year (as a senior) will train the incoming student coordinator (a sophomore), who is a Crew Scholar.

Mr. Hatchet and Dr. Klimaszewski have collaborated extensively on the creation of this proposal, and they anticipate continuing to work together as the leadership for the program. They will serve as a mentorship team to the staff, faculty, and students who are also essential players in the Crew Scholars program. Hatchet and Klimaszewski are enthusiastic about serving as Program leaders, with the understanding that Mr. Hatchet will dedicate more time to the program, as his role as Director will become an increasingly dominant component of his work as New Student Academic Facilitator.

The Student Coordinator position(s) will be crucial. The lead student coordinator acts as a peer mentor for the Crew and models student leadership. The Student Coordinators will help Crew students navigate the campus culture at Drake and guide them to existing services and resources on campus (the Writing Workshop and the Math Lab, for instance). These students can also provide feedback to the Faculty and Staff Coordinators to be used for continuous improvement.

We would like to emphasize that we see the Crew Program as one component of broader, campus-wide initiatives to foster an inclusive and multicultural learning environment. We have discussed this proposal with faculty in at least ten departments and in multiple Colleges and Schools, incorporating suggestions and ideas from across campus. We

understand this proposal to represent a set of collective interests, with concrete plans to actualize sentiments that we have heard voiced across campus from multiple members of our community.

Size of the Crew: 20 students (Even mix of local students and students from the Minneapolis area if we work with Project Success)

Timeline: Fall 2014 start date with the initiation of program building in Fall 2013.

We envision Fall 2013-14 as an initialization year, implementing some of the cohort building activities with the students of color already admitted for 2013-14. The students who are selected to, and agree to, join the first Crew will benefit from cohesive, group-building activities and from targeted academic support. We will also train this class to take on crucial mentorship roles for the first fully funded Crew, which would enter in Fall 2014.

The first group will be called “Crew Scholars 2017,” with the date referring to their graduation year (a practice that again reinforces the institution’s confidence in their success).

Existing Programming Links

Some existing campus and community programming offers promising potential for participation in and collaboration with the Crew program in a mutually beneficial fashion. Some examples:

- Coalition of Black Students hosts study tables two times per week and an Annual First Year Student Retreat.
- Coalition of Black Students is trying to start a mentoring program at Roosevelt High School.
- Brother 2 Brother focuses on mentorship for male students of color.
- Bulldog for a Day (co-sponsored by the Coalition of Black Students and Admissions) brings young students from local schools with large populations of color to Drake’s campus. The young students shadow a Drake student for the day, attending actual and mock classes, touring campus, and participating in activities that help them envision themselves as college students.
- Admission already hosts groups, such as Project Success, that lend themselves to recruitment for the Crew Scholars Program.
- NAACP College Prep Day. Annually, the 1st Saturday of November. Deneen Dygert and Admission Staff, Gretchen Woods of the NAACP Youth Council, Melisa Klimaszewski, and the Coalition of Black Students already participate.
- NAACP Youth Council in Des Moines participates in the ACT-SO (Afro-Academic, Cultural, Technological and Scientific Olympics) program, and Dr. Klimaszewski has participated as a judge as well as offering writing workshops for participants in preparation for the competition. There are recruitment possibilities via ACT-SO as well as opportunities for Drake students and faculty to become more involved in mentoring local students.

- Several series and entities might collaborate on events to bring dynamic speakers to campus who would engage attendees in critical discussions of race, ethnicity, and multiculturalism. Speakers such as Tim Wise, Beverly Daniel Tatum, Claude Steele, or Barathunde Thurston could possibly galvanize discussions among students and faculty across campus, and the existence of those discussions would help to create an environment that fosters a successful Crew Scholars Program. Possible collaborative entities: The Center for the Humanities, the Center for Global Citizenship, the Slay Fund, the Writers and Critics Series (English Department/Center for the Humanities), the Comparison Project (Department of Philosophy and Religion), and others.

Preparation and Development

In addition to the experiences, conversations, and research mentioned above, William Hatchet and Melisa Klimaszewski have been and will continue to participate in professional development activities that will assist in their ability to administer the Crew Program effectively. With additional campus-wide resources, we hope that members of the faculty from all departments and schools will also participate in these development opportunities.

In February 2013, for instance, Hatchet attended the “Developing a Comprehensive Peer Mentor Program” conference hosted by Academic Impressions. Facilitated by experienced academic administrators who have created and managed successful peer mentoring programs, the conference functioned as an intensive, focused workshop where Hatchet was able to gain valuable and detailed information about building and sustaining an effective peer mentoring program. The working sessions allowed Hatchet to apply best practices to the planning of the mentoring and mentor development portion of the Crew Scholars program, which will be crucial as Crew students will continue to act as mentors to new, entering cohorts.

During the “Developing a Comprehensive Peer Mentor Program” conference, Hatchet was also able to converse with an administrator from Lawrence University in Appleton, Wisconsin. Lawrence University has participated in the Posse program since 2007, and this administrator has witnessed the benefits of Posse’s presence on his campus at large. Representational diversity, campus climate, and discussions about race are all aspects that this administrator feels have been impacted positively simply from the presence of the Posse cohorts each year.

Using some of the valuable information gleaned from this conference, Hatchet and Klimaszewski are continuing to lay the blueprint for regular sessions with Crew students throughout Fall and Spring semesters to build academic, personal, and cultural development in addition to mentoring skills. To continue preparing for a responsible and thoughtful implementation of the Crew Program, we are requesting funding to attend The National Conference on Race & Ethnicity in American Higher Education (NCORE). The programming features a full-day pre-conference institute, “Mentoring Students of Color: Insuring and Investing in their Success,” that will be extremely helpful to the Crew Program’s leaders as they prepare to launch the program. The timing of this conference,

May 28 – June 1, 2012, is ideal, as it coincides with the months in which the planning for the capital building year will be taking place. We encourage faculty from all Colleges and Schools to seek funding to attend this conference, as it would provide a unique opportunity for allies across campus to prepare cohesively for the launch of the Crew Scholars Program.

Consultants

The projected budget below includes funding for consultants so that experts in the field of multicultural education can visit Drake, advise the Program Director and Faculty Coordinator, and also meet with groups of interested faculty to discuss effective mentorship and instruction of students of color from a wide range of backgrounds.

As this portion of the planning moves forward, we welcome suggestions from faculty in all departments, programs and schools for consultants whose work would be particularly relevant to the Crew Scholars Program. Gloria Ladson-Billings, a path-breaking leader in the field of multicultural education whose work bringing critical race theory into studies of pedagogy, exemplifies the type of scholar we would consider to be an ideal consultant. Dr. Ladson-Billings is Assistant Vice Chancellor of Academic Affairs in the School of Education at the University of Wisconsin-Madison, and her work has reshaped fundamental discussions of education. She has published extensively on teaching students of color, especially African American students from urban environments, and she has worked with the Posse Program at the University of Wisconsin-Madison.

Pre-College Component

Orientation (June)

(See Appendix E for more detailed schedule of proposed activities)

- Funding the entire Crew to attend 1 of the 5 Orientation sessions together. (Perhaps they and their parents travel together to Session 4, June 14-15).
- After the regular orientation concludes, the Crew and their parents remain on campus for another ½ day of special sessions with Director/Coordinator/mentors.
- Group Sessions
 - Begin team building
 - Explain essential processes/ plans (obtaining books, residence hall paperwork, necessary items to bring in Fall)
 - Present financial information (common grant types, loan types, due dates, work study)
 - Discuss expectations for August Welcome Week programming
 - Ensure student connection to social media pages
- Individualized sessions
 - Personal relationship building with mentors
 - Addressing questions, issues, and concerns
 - Create academic preparation strategies for each student to pursue over the summer

Welcome Week- Social and Academic Prep (August)

(See Appendix F for more detailed schedule of proposed activities)

- Students move in on Sunday night/ Monday morning
- Programming spans Monday, Tuesday, and Wednesday prior to Welcome Weekend
- Discussing expectations and life on Drake's campus
- Individualized sessions with Staff Coordinator to develop study schedules, work schedules, and success strategies based on each student's course load/major/existing study habits/personal strengths and weaknesses, etc.
- Study skills
- Social activities/bond building
- Discussing the culture of Des Moines, getting comfortable in the Drake neighborhood, exploring some off-campus sites in the community (perhaps in collaboration with the NAACP)
- Possible mentoring activities with affiliated student groups, such as Coalition of Black Students and Brother to Brother
- Mock class sessions, problem solving discussions, and skill building with faculty
- Writing workshops with faculty

First Year Component

1st year retention programming (Beginning Week 1)

- Weekly Group Meetings consisting of:
 - Continued team building
 - Discussing challenges
 - Introducing resources
 - Academic support
 - Major selection/ affirmation
 - Interactions with assigned upper-class student mentors
 - Time with faculty allies
 - Career exploration
- Individual Bi-Weekly Meetings with Crew Director (Hatchet)
- Social/cultural activities (Des Moines Art Center, NAACP Banquet, etc.)
- Planning/hosting an event open to all on campus (Crew Scholars design and host the event, which helps with social integration on campus and with cohort cohesion.)

Second Year Component

- Early move-in
- Re-articulation of commitment to all Crew members' graduation and affirmation of shared goals relating to individual as well as group success
- Training on how to mentor a new Crew member and subsequent pairing of second-year Crew students with their mentees in the incoming group
- "Welcome Back" event with all existing Crews
- Pre-semester week of team building, identification of new challenges, and discussion of academic priorities in Year Two

- Biweekly meetings throughout the semester with second-year mentor
- Continued advising on selection of major and possible career paths

10. Budgets

CREW SCHOLARS PROGRAM BUDGET

Submitted by William Hatchet & Dr. Melisa Klimaszewski in consultation with Jayne Smith, Director of Sponsored Programs & Associate Provost Dr. Melissa Sturm-Smith

Target Date for Year One is 2014-15

Year 1		Year 2	Year 3	Year 4
Staff, Faculty, and Student Coordinator Salaries/Stipends				
William Hatchet, Director DU Crew Program	\$0	0	0	0
Faculty Coordinator, Academic Year (1course reassignment for fall or spring @ \$3,000)	\$3,000	\$3,000	\$3,000	\$3,000
Faculty Coordinators, Summer Workshop Sessions (3 faculty @ \$250 each)	\$750	\$750	\$750	\$750
Faculty Stipends for Workshop/Retreat (3 faculty @ \$750 each)	\$2,250	\$2,250	\$2,250	\$2,250
Student Coordinators (2 students x 8 hours x 25 weeks x \$9/hr.)	\$3,600	\$3,600	\$3,600	\$3,600
Admissions staff	\$0	0	0	0
	\$9,600	\$9,600	\$9,600	\$9,600
Fringes				
Director DU Crew Program (29.3%)	\$0	0	0	0
Faculty Coordinator, Academic Year (29.3%)	\$879	\$879	\$879	\$879
Faculty Coordinators, Summer (7.9%)	\$59	\$59	\$59	\$59
Student Coordinators (7.65%)	\$275	\$275	\$275	\$275
Admissions staff (29.3%)	\$0	0	0	0
	\$1,213	\$1,213	\$1,213	\$1,213
Orientation				
Student Orientation Fee (20	\$2,600	\$2,600	\$2,600	\$2,600

students x \$130)				
Guest Orientation Fee (20 guests x \$95)	\$1,900	\$1,900	\$1,900	\$1,900
Residence Hall (40 students and guests x 1 night x 23.29)	\$932	\$932	\$932	\$932
Dinner (40 students and guests x \$13)	\$520	\$520	\$520	\$520
	\$5,952	\$5,952	\$5,952	\$5,952
Pre-Welcome Weekend				
Meals (20 students x 9 meals x \$7.25)	\$1,305	\$1,305	\$1,305	\$1,305
Residence Hall (20 students x 3 days x \$23.29)	\$1,397	\$1,397	\$1,397	\$1,397
	\$2,702	\$2,702	\$2,702	\$2,702
Consultant				
Consultant (working with faculty allies and first two Crews)	\$5,000	0	0	0
	\$5,000	0	0	0
Room and Board				
Room (20 students per year x 1 academic year x \$4,560)	\$91,200	\$182,400	\$273,600	\$364,800
Board (20 students x 1 academic year x \$4,120)	\$82,400	\$164,800	\$247,200	\$329,600
	\$173,600	\$347,200	\$520,800	\$694,400
Instructional Supplies (desired, not required)				
Books (20 students x \$500)	\$10,000	\$20,000	\$30,000	\$40,000
	\$10,000	\$20,000	\$30,000	\$40,000
Total	\$208,067	\$386,667	\$570,267	\$753,867

Capacity building year (2013-14)
CREW SCHOLARS PROGRAM BUDGET

		Funding source
Staff, Faculty, and Student Coordinator Salaries/Stipends		
William Hatchet, Director DU Crew Program	\$0	
Faculty Coordinator, 2013-14 Academic Year (1 course reassignment for fall or spring @ \$3,000)	\$3,000	Academic Excellence & Student Success budget
Faculty Facilitators, Summer Workshop Sessions with students (3 faculty @ \$250 each)	\$750	Faculty Development funds Associate Provost Art Sanders (potential)
Student Coordinator (1 student x 8 hours x 25 weeks x \$9/hr.)	\$1,800	Undergraduate assistantship program (potential)
Admissions staff	\$0	
\$7,800		
Fringes		
Director DU Crew Program (29.3%)	\$0	
Faculty Coordinator, Academic Year (29.3%)	\$879	Academic Excellence and Student Success budget
Faculty Coordinators, Summer (7.9%)	\$59	Faculty Development or A&S funds (potential)
Student Coordinators (7.65%)	\$138	Undergraduate assistantship program (potential)
Admissions staff (29.3%)	\$0	
\$1,076		
Orientation		
Student Orientation Fee (20 students x \$130)	\$2,600	Orientation budget (potential)
Guest Orientation Fee (20 guests x \$95)	\$1,900	Orientation budget (potential)
Residence Hall (40 students and guests x 1 night x 23.29)	\$932	Orientation budget (potential)
Dinner (40 students and guests x \$13)	\$520	Orientation budget (potential)

\$5,952		
Pre-Welcome Weekend		
Meals (20 students x 9 meals x \$7.25)	\$1,305	Welcome Weekend budget
Residence Hall (20 students x 3 days x \$23.29)	\$1,397	Welcome Weekend budget
\$2,702		
Consultant (desired, not required)		
Consultant (working with faculty allies, program director, faculty coordinator, and students to implement first Crew and train as mentors.)	\$5,000	Faculty development funds from all possible sources (Associate Provost Sanders, Deans, funds for Strategic Plan Implementation and/or Quality Initiative, Slay Fund, etc.)
\$5,000		
NCORE Conference (per person)		
Hotel with conference discount (including taxes) \$185 per night x 5 nights. Rates listed at conference website: https://ncore.ou.edu/en/	\$925	Faculty & Staff Development funds (Associate Provost Sanders, Deans, funds for Strategic Plan Implementation and/or Quality Initiative, etc.)
Flight DSM-MSY (estimate based on February fares)	\$430	See box immediately above.
Per Diem and incidentals (such as airport shuttle)	\$300	See box immediately above.
Early Registration (including full day institute)	\$650	See box immediately above.
\$2,305 per person (\$4,610 total for Director and Faculty Coordinator to attend. Ideally, 2-3 additional faculty would attend.)		

*Potential funds for capacity building year based on preliminary discussions with Associate Provost Art Sanders, Dean Joseph Lenz, and Associate Provost Sturm-Smith. We urge faculty in Colleges and Schools outside of Arts and Sciences to discuss potential contributions with their respective deans.

11. Appendices

Appendix A: 3-year retention table

Fall 2010 - 2012 Retention Breakdown by Demographic Categories

Category	Breakdown	Percent retained			
		2010	2011	2012	Three year average
Total	Fall 2009/2010/2011 EFR (Reported)	84.7%	87.7%	87.8%	86.7%
Gender	Female	85.2%	89.7%	87.8%	87.5%
	Male	83.9%	85.4%	87.9%	85.7%
College or School	A&S	81.1%	87.3%	85.4%	84.6%
	CBPA	87.5%	86.3%	88.4%	87.4%
	SOE	86.8%	86.8%	83.9%	85.8%
	SJMC	84.1%	88.7%	90.3%	87.7%
	CPHS	87.5%	90.2%	90.7%	89.4%
	PPHR	93.2%	91.0%	94.7%	93.0%
	HSCI	65.7%	93.2%	79.6%	79.5%
Ethnicity	American Indian	100.0%	100.0%	100.0%	100.0%
	Asian	88.9%	86.4%	87.5%	87.6%
	African American	65.2%	68.8%	66.7%	66.9%
	International	82.8%	100.0%	92.3%	91.7%
	Hispanic	87.5%	100.0%	70.0%	85.8%
	Middle Eastern Region	100.0%			100.0%
	Multiracial	84.6%	75.0%	84.8%	81.5%
	White/Non-Hispanic	85.3%	88.4%	88.6%	87.4%
	Other/No Response	70.0%	87.3%	100.0%	85.8%
Athletes	Athletes	89.5%	82.1%	86.0%	85.9%
	Female Athletes	94.1%	88.5%	86.8%	89.8%
	Male Athletes	86.5%	78.0%	85.2%	83.3%
Fraternity/Sorority	Fraternity and Sorority	92.6%	94.3%	94.5%	93.8%
	Sorority (female)	91.5%	92.5%	95.0%	93.0%
	Fraternity (male)	94.0%	96.6%	93.8%	94.8%
Housing	Living On Campus	84.9%	88.1%	88.8%	87.3%
	On-Campus Female	85.6%	90.1%	88.9%	88.2%
	On-Campus Male	83.9%	85.8%	88.6%	86.1%
	Living Off Campus	75.0%	79.5%	62.1%	72.2%
	Off-Campus Female	69.2%	81.0%	53.3%	67.8%

	Off-Campus Male	85.7%	77.8%	71.4%	78.3%
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Appendix B: Fall 2011 EFR Academic Performance by Race and Ethnicity

<u>Race/Ethn.</u>	<u># Students</u>	<u>Average GPA</u>	<u>Percent at or above 3.0</u>	<u>Percent Below 2.0</u>
<u>American Indian</u>	<u>2</u>	-	-	-
<u>Asian</u>	<u>40</u>	<u>2.59</u>	<u>52.5%</u>	<u>17.5%</u>
<u>Black</u>	<u>1W</u> <u>24</u>	<u>2.3</u>	<u>20.8%</u>	<u>25.0%</u>
<u>Hispanic</u>	<u>10</u>	<u>2.59</u>	<u>30.0%</u>	<u>20.0%</u>
<u>Non-resident</u>	<u>26</u>	<u>2.87</u>	<u>61.5%</u>	<u>23.1%</u>
<u>Two or more races</u>	<u>33</u>	<u>2.95</u>	<u>60.6%</u>	<u>9.1%</u>
<u>Not Reported</u>	<u>10</u>	<u>3.19</u>		-
<u>White</u>	<u>667</u>	<u>3.12</u>	<u>65.8%</u>	<u>5.6%</u>
<u>All EFR</u>	<u>811</u>	<u>3.05</u>	<u>62.9%</u>	<u>7.9%</u>

Appendix C: Graduation Rates by Race (Bachelor's Only)

<u>Gender</u>	<u>2004 Cohort</u>	<u>Headcount ratio</u>	<u>2005 Cohort</u>	<u>Headcount ratio</u>
<u>Female</u>	<u>72.6%</u>	<u>275/379</u>	<u>75.5%</u>	<u>299/396</u>
<u>Male</u>	<u>74.0%</u>	<u>214/289</u>	<u>73.7%</u>	<u>210/285</u>
<u>Race/Ethnicity</u>	<u>2004 Cohort</u>	<u>Headcount ratio</u>	<u>2005 Cohort</u>	<u>Headcount ratio</u>
<u>White</u>	<u>73.5%</u>	<u>407/554</u>	<u>75.7%</u>	<u>435/575</u>
<u>Non-Resident</u>	<u>80.0%</u>	<u>20/25</u>	<u>85.7%</u>	<u>18/21</u>
<u>Black</u>	<u>65.2%</u>	<u>15/23</u>	<u>52.4%</u>	<u>11/22</u>
<u>Native American</u>	<u>0.0%</u>	<u>0/1</u>	<u>n/a</u>	-
<u>Asian</u>	<u>70.0%</u>	<u>14/20</u>	<u>78.6%</u>	<u>22/28</u>
<u>Hispanic</u>	<u>70.0%</u>	<u>7/10</u>	<u>62.5%</u>	<u>10/16</u>
<u>Two or more races</u>	<u>n/a</u>	-	<u>100.0%</u>	<u>3/3</u>
<u>Unknown</u>	<u>74.3%</u>	<u>26/35</u>	<u>62.5%</u>	<u>10/16</u>

Appendix D: First-Year Student Profiles

	2004	2005	2006	2007	2008	2009	2010	2011
Number of Entering First Year Students	782	809	781	924	902	863	864	812
Background								
Number of States	27	29	29	27	28	29	27	24
Number of Countries	10	17	20	15	11	16	13	9
Ethnicity- % minority & international	14%	15%	18.2%	12.5%	9.2%	12.8%	12.3%	11.3%
% International	3%	3%	3.7%	3.2%	1.7%	3.1%	1.2%	2.0%

Appendix E: Orientation Follow-Up (June)

Time	Session	Description
1pm	Group Meet	Coordinators, Student and Parent Introductions and “getting to know you activities”
1:30	Welcome to Crew Scholars	Celebration of students’ selection for the program. Reaffirming the meaning, history, intent and goals of the program. Discussion of expectations.
2pm	Interactive Group Session	Discussion of general “next steps” to ensure fall admission. Addressing processes of obtaining books, finalizing aid, securing res hall room.
3pm	Individualized Sessions/ Student Meet and Greet	Crew Coordinators will meet with individual students to offer individual guidance in preparing for academic and social transition during the summer.
5pm	Dinner	
7:00	Social Activities	Ice breakers, film screening, “fishbowl” discussion addressing any remaining/lingering student questions or concerns.

Appendix F: Pre- Welcome Weekend Program (August)

Day	Time	Session	Description
Day 1 Monday Crew Cohesion	Morning	Move-in/ Res Hall Greetings	Crew Students continue to move in/get situated in their res hall rooms. Crew Coordinator(s) will go to students' rooms to greet and welcome them.
	Afternoon	Welcome Crew Scholars Back to Campus & Lunch	Discussion to reaffirm the meaning, history, intent and goals of the program. Clarification of expectations for the pre-welcome weekend activities. Director will address any student questions/concerns. Group activities to allow students to get to know each other and form bonds and group problem solving activities.
	Evening	Exploring the Drake community and Des Moines Community	Student Coordinators will plan activities (e.g. scavenger hunt, team exploration) to get Crew students engaged in exploring the campus and the local neighborhood. Crew students from Des Moines can be helpful in sharing community info as well.
Day 2-Tuesday Cohesion with Drake	Morning	Academic Workshop-Class/ Classroom Expectations	Mock Class session facilitated by faculty coordinator and other faculty. Session will include discussion of academic jargon students will encounter, discussion of various university participation models, group problem solving, and activities to help students build skills that will aid their classroom experiences.
	Afternoon	Individual Student Sessions	Individualized sessions with Staff Director Hatchet to develop study schedules, work schedules, and success strategies based on each student's course load/major/existing study habits/personal strengths and weaknesses, etc.
	Evening	Social Activity/ Movie	A diverse group of upper level students will be invited to interact with Crew students over snacks and a group social activity, such as a film screening.

Day 3 Wednesday Academic Prep and Transition to Welcome Weekend	Morning	Academic Workshop on Classroom Tension and Writing	Facilitated by Faculty Coordinator, other faculty, and Student Coordinator(s), the group will discuss and share strategies for how to handle potentially tense classroom situations around topics of race and ethnicity. Faculty Coordinator will also lead activities to help students strategize about how to approach college writing assignments and how to build writing skills.
	Afternoon	Final Luncheon	Students will have their final lunch together before dispersing into their FYS groups for the remainder of the weekend.
	Evening	Residence Hall Meetings	Welcome Weekend begins with Residence Hall floor meetings and evening social activities for all students.